

# scholarlypartnersedu

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Volume 4  
Issue 1 *Spring 2009*

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Article 1

10-31-2010

## Introduction

The Editors  
*scholarlypartnersedu*

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### Opus Citation

Editors, The (2009) "Introduction," *scholarlypartnersedu*: Vol. 4: Iss. 1, Article 1.  
Available at: <http://opus.ipfw.edu/spe/vol4/iss1/1>

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## Introduction

*scholarlypartnershipsedu* was created as a tool to invite both scholars and practitioners to a common dialogue. In short, this journal has sought to unite colleagues from various education venues in partnership to produce viable scholarly work. I think we have accomplished that goal. The journal was also created as a professional development tool for current faculty at Indiana University–Purdue University Fort Wayne (IPFW) to learn and grow from. With that in mind, the present editors are stepping down from the editorial process and handing over the editorial work to new and up-and-coming faculty members at IPFW. Stella Batagiannis, Cheu-jei Lee, David Lindquist, and Terri Swim represent a growing body of high academic quality at IPFW. It is our pleasure to hand over the editing labor and academic rigor to them, starting with the next edition of *scholarlypartnershipsedu*, fall 2009.

This edition features six articles. The first article by Herrelko, Jeffries, and Robertson tackles the critical issue of gender-related math studies and asks the basic question: Would single gender elementary mathematics classes impact student achievement? The answer, I am sure, will be controversial. The second article by Baker et al. discusses the need for a close relationship between a school district and a university in the preparation of potential school building leaders. Lining this up against accountability measures and linking all constituents as the principal preparation program was developed provides significant insight into the building of a viable principal preparation program as well as stronger university/school relationships. The third article by Nowak, Nichols, and Coutts raises the interesting question of half- vs. full-day kindergarten as connected to student achievement, particularly minority students. As a parent myself, I was never in favor of full-day kindergarten, but this article's finding should open some eyes! In the next article, Buttaro and Jailall further develop the literature on marginalized students with an eye to democratize social relations between teacher, community members, and students so that student voice can be uplifted. Their pilot study undertaken in the Bronx will again push us to believe that we all have an ethical obligation to open social relations to multiple forms of seeing the world! The fifth article by Barnett and Caesar struggles with the relationship between NCATE Standard 4 guidelines and diversity in

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teacher education programs, particularly as related to the vision and philosophy and the practical application of teacher education programs. The real question of what counts as diversity in teacher education programs is both broached and reflected upon in serious and engaging ways. Our final article by Kiewra et al. should touch many of our educator parents. That is, what is the relationship between parents' involvement in homework and student achievement. The result of this particular study will not be surprising.

With the advent of new editorship comes the opportunity to extend and broaden our vision. *scholarlypartnershipsedu* will continue with its same partnership philosophy. Given the mission of the journal, we require authors to reflect on university and community partnerships. As such, we still encourage papers that bring together university faculty and professionals involved in K–12 settings or professionals involved in nonschool settings such as community agencies, youth services, and the like. Papers that approach various education-related issues and integrate both theoretical and practical perspectives are especially welcome. Our fall 2009 edition will contain articles from a themed edition on “Writing Partnerships: Developing Collaborative Learning Communities.” For our spring 2010 edition, we will be both soliciting and inviting submissions that discuss the relationship of our new President Obama’s vision of education with our own. We hope to seriously open debate to controversial topics and to challenge our President to think of educational issues in even deeper ways than he presently does.

It has been our pleasure to serve as editors. We sincerely hope that our journal will grow in multiple ways over the next few years. More importantly, we hope that this journal can contribute in some small way to positively impacting the relationship between growing partnerships in our field.

The Editors, *scholarlypartnershipsedu*